

***U.S. Department of Education***  
***2015 National Blue Ribbon Schools Program***

---

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Sean Walsh

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Longfellow Elementary School

(As it should appear in the official records)

School Mailing Address 311 West Seminary Avenue

(If address is P.O. Box, also include street address.)

City Wheaton State IL Zip Code+4 (9 digits total) 60187-5001

County Dupage County State School Code Number\* 19-022-2000-26-2007

Telephone 630-682-2082

Fax 630-682-2342

Web site/URL

http://www.cusd200.org/Domain/1

114

E-mail sean.walsh@cusd200.org

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*Dr. Jeff Schuler, Ed.D

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: jeff.schuler@cusd200.org

Other)

District Name Wheaton-Warrenville Community Unit School District 200 Tel. 630-682-2000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mrs. Barbara Intihar

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

---

**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

---

All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 13 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 19 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☒ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. 8 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	26	31	57
1	28	39	67
2	40	34	74
3	33	34	67
4	27	39	66
5	37	28	65
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	191	205	396

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 6 % Asian
  - 3 % Black or African American
  - 16 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 72 % White
  - 3 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1	398
(5) Total transferred students in row (3) divided by total students in row (4)	0.075
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 11 %  
44 Total number ELL  
 Number of non-English languages represented: 19  
 Specify non-English languages: Arabic, Armenian, Burmese, Chin (Haka), Farsi (Persian), German, Japanese, Karen (S'gaw), Lingala, Mandarin (Chinese), Nepali, Other, Pilipino (Tagalog), Portugese, Russian, Spanish, Swahili, Tigrinya (Tigrigna), Vietnamese
8. Students eligible for free/reduced-priced meals: 24 %  
 Total number students who qualify: 95

#### Information for Public Schools Only - Data Provided by the State

The state has reported that 24 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 9 %  
37 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>7</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2007

15. Please summarize your school mission in 25 words or less: Longfellow's Mission A place to prepare for and anticipate tomorrow -to promote and encourage academic excellence -to foster self-respect and cooperation -to develop responsible citizens A place to grow...

## **PART III – SUMMARY**

---

Longfellow Elementary School is located in the heart of downtown Wheaton on the grounds of the first public school built in 1874 servicing students in grades 1-12 in DuPage County. The newly renovated Longfellow is one of thirteen elementary schools in a large public school district with over 13,000 students in kindergarten through high school.

Longfellow Elementary School provides educational services to approximately 400 students. All of the elementary schools, however, are fortunate that the Board of Education and our communities are committed to low class sizes and the positive impact this can have on student learning. Because of this commitment, Longfellow has four classrooms at each grade level (K-5) with an average of only twenty-three students per class. What may be classified as traditional challenges such as, 24% free and reduced population and 11% EL population, are the cornerstones of our educational philosophy to educate all children to their fullest potential. A shared accountability among all staff in planning and support combines with high rigor to provide a strong education for all children. This is demonstrated in our local assessment data in which both of these sub groups earned high growth percentages above the district average.

To complement an excellent group of classroom teachers, Longfellow has a number of other professionals helping ensure student success. A full-time Reading Specialist and part-time Reading Teacher are available not only to assess and identify at-risk students but also provide service for identified students in small groups and collaborate with classroom teachers. A full-time Gifted Specialist teaches intermediate gifted students in a reading support program and math replacement program. Longfellow has one of the largest gifted programs in District 200 servicing forty-six students. A full-time LLC Director oversees the operation of our very busy library learning center and works with students and teachers to support instructional objectives of the District 200 critical content including the implementation of technology within the teaching framework. An entire special education team works with identified students in small group settings and supports these students in the regular education classroom. As a support for teaching the core Social Emotional Learning (SEL), competencies we incorporate the Second Step Program in our classrooms.

In addition to the core academic subjects taught at Longfellow, all students attend daily physical education classes and weekly art and music classes taught by specialists. Our P.E. program is currently nominated for the Illinois IAHPERD Blue Ribbon Award. Longfellow also has a program for English Language Learners. With forty-seven identified ELL students speaking approximately ten languages (nineteen home languages) at Longfellow these students are serviced through either an ESL or Bilingual Program. The ESL teacher teaches classes in English with a focus on reading, writing, listening and speaking. The Bilingual teacher works with small groups of Spanish speaking students and uses the students' native language to teach reading, writing, speaking and listening of English. Both programs focus on building academic and social vocabulary.

With the support of the school district, parents can enroll their children in a before and after school program at Longfellow and students have the opportunity to take advantage of our breakfast and hot lunch programs. This is valuable to our population of students who qualify for free and reduced education programs to ensure their nutritional needs are being met. Students also participate in a number of extra-curricular activities including Recycle Rangers and After School Tutoring, an extended day tutoring program that provides additional instruction to at-risk students in the areas of reading and math. The tutoring program services students in grades K-5 one day a week and is a volunteer program coordinated with the area World Relief refugee organization and Wheaton College. Free busing is provided to all participating students. Participation in band, orchestra, and chorus are also options for students in 5th grade to broaden their musical exposure. Parents and community members are a regular sight at Longfellow and can be seen volunteering in our classrooms, working in the library, and helping with programs and activities. Longfellow has an extremely active PTA that helps provide support for many enrichment activities including field trips, school and grade level cultural arts programs, providing classroom based technology, and the Newcomers Picnic. Battle of the Books, Chess Club, French Club, Running Club, Art Venture, and the 4th and 5th grade basketball league are lunch-time and after-school enrichment programs that are parent

supported. Motivated students, active parents, a dedicated staff, and a supportive community work collaboratively to fulfill the school's mission which includes academic excellence as well as a strong social emotional well being.

Longfellow Elementary School was an NBRS award recipient in 2007. After receiving this recognition, the entire community claimed a validation of good practice that was occurring in the classroom and school activities. It also provided encouragement to staff to continue to challenge themselves to grow and learn. Another added benefit occurs as teachers apply for education grants they are able to list the award on the applications as an added support to our program.



## PART IV – CURRICULUM AND INSTRUCTION

---

### 1. Core Curriculum:

Core Curriculum - Vision Statement: The District 200 learning environment enables learners to access, synthesize, and share knowledge while collaborating and creating anytime, anywhere. Experiences are designed to foster critical thinking, parallel real world situations, and meet individual needs of learners as they develop mastery of standards and skills.

Throughout the content areas, there is an emphasis on mastery of standards starting with the posting of clear, concise learning targets for students, followed by direct instruction, and then time for students to reflect, collaborate, and practice. Short formative assessments on specific learning targets provide data so that instruction can be differentiated for students above or below the learning target.

Common Core Math Standards are the basis of the math curriculum. At the primary grades, common core standards were adopted with minimal revisions. At fourth and fifth grade level, some standards from middle school were adopted into the elementary curriculum. An emphasis at all grade levels is on explicit teaching of math vocabulary chosen by the district to support common core. Another emphasis is on number sense and the conceptual understanding of math. The structure of math lessons consists of sharing the specific math target of the day with students, providing explicit instruction and teacher modeling, facilitating small group practice with structured math talk, and assessing students individually on the mastery of the lesson's target.

The Common Core English/Language Arts standards have been implemented with the addition of explicit phonics instruction at grades K-2. A strong phonemic awareness program is incorporated due to the overwhelming research that supports the role of phonemic awareness as a predictor of how well children will learn to read. The District's reading framework utilizes three approaches to daily reading instruction. First, the teacher models and discusses a specific skill or reading strategy using on or above grade level text with the whole class. Teachers in all grade levels focus on several reading comprehension strategies (visualizing, summarizing, questioning, inferring, connection, and synthesizing) using multiple resources including our reading anthology and trade books. Next, students are grouped by reading level to participate in guided reading activities in small groups with the teacher. Finally, all students have at least fifteen minutes a day of reading independently, which includes time to reflect on the reading skill or strategy taught earlier in the day. Students' reading levels are obtained using the Fountas and Pinnell benchmarking system. All students are assessed frequently throughout the year to monitor progress and change reading levels as needed. Throughout reading instruction, there is an emphasis on strategies to comprehend informational text and also to compare/contrast various texts.

The District has implemented a new writing framework to support Common Core Standards. Lessons begin with a 10-15 minute mini-lesson in which teachers model writing, use anchor texts to demonstrate great writing, or facilitate shared writing with the whole class. Students then have practice every day as they write either longer pieces extended over multiple days or daily quick writes. Each grade level has its own rubric for student writing created to support common core. Each rubric contains standards for focus, organization, support, style, and grammar/conventions, with each grade level's skills building on the next. Many classrooms are using Google Docs so that students can seamlessly collaborate and edit one another's writing.

Science learning standards are based around inquiry and the scientific method. Kindergarten students are introduced to the concept of life cycles through the context of hatching chicks in the classroom. Students analyze data to solve problems. They also have to access multiple sources on a topic to synthesize and present information. Informational text read-alouds in primary grades are planned around teachers' goals for scientific concept development. Students will demonstrate conceptual understanding around the relationships among science, technology, and society in historical and contemporary contexts.

In Social Studies, students compare points of view on various historical events. They engage in hands-on

activities such as creating timelines, giving presentations, and reenacting local and national historical events. They also learn about our local, state, and federal systems of government. Students use reading and writing strategies to comprehend expository materials and access, use, and evaluate information from a variety of sources.

## **2. Other Curriculum Areas:**

For all subjects, key learning standards have been identified and listed on each student's report card. Mastery of these standards is then shared with parents at the end of each trimester.

All elementary students have daily physical education with a physical education teacher. The program provides developmentally appropriate learning activities which develop physical fitness, performance skills, and personalized values to provide for lifelong health and pleasure in movement. We incorporate a Heart Adventure Unit, Fitness-Gram, and PE Central Challenge as elements of a successful program. Students master team building skills and the basics of many sports as well as learning about life long fitness plans. Not only does physical activity increase students' ability to master and retain academic concepts, but it also helps prepare students for healthier decisions as adults.

All elementary students participate in art class once a week. During visual art class, students study art appreciation and learn the language of art--pattern, contrast, color, hue, mood, etc. Students also learn basic tools and techniques used in art and then practice using those techniques to create art. Students learn to reflect and critique their own and others' artwork. Development of these skills helps with critical thinking and broadens each student's perspective about history.

All students have a formal music class once a week. During music class, students study famous composers and pieces of music. Students also learn to read music, create rhythms, and use vocabulary associated with music such as harmony, string instrument, percussion, syncopation, etc. Fifth grade students have the opportunity to join band or orchestra and choose an instrument. Small group instruction is provided during the school day and students participate in a weekly whole group performance time. Music instruction has been proven to enhance a student's academic and team building skills.

All students also have formal instruction from the Library Media Center Director. While in the library, students are taught about Internet safety, how to search for information, and the purposes of the various research tools available in the library and online. Instruction in online research is critical to all content areas. The Director also co-teaches classes supporting content instruction in the classroom.

Students in grades 3-5 have keyboarding instruction. As students take assessments online and use Chromebooks and other devices during the school day to complete assignments, knowledge of a keyboard and some ease with typing words quickly is essential.

The Longfellow PTA offers students foreign language clubs (Mandarin, French, Spanish) before school, at lunchtime, and after school to promote student exposure to second language acquisition and a familiarity with customs and cultures of other countries. An average of 40 students participate each year.

## **3. Instructional Methods and Interventions:**

For the past four years the focus of District 200 professional development has been on creating a structure of professional learning communities for all teachers. All teachers work in professional learning communities to answer these four questions: 1. What do we want students to learn/be able to do? 2. How will we know that they have learned it? 3. What will we do for those that haven't learned it? 4. What will we do for those who have already learned it? By using this PLC process, teachers are maintain data on individual students and how their performance on standards. The teams of teachers differentiate instruction based on the data to better meet the needs of all students.

In math, teachers work with students in small groups when they are struggling. This is done for reteaching purposes as well as initial instruction based on results of formative assessments. Response to Intervention tiered supports are attached to students identified through Professional Learning Community or problem solving meetings and include differentiation of materials, reteaching, and small group support. In grades 3-5, students identified through a standardized process as gifted in math receive 60 minutes a day of replacement math instruction above grade level. Primary teachers provide enrichment for students performing above level using critical thinking activities. Technology-based support is provided through online Dreambox software purchased through a teacher-written grant.

In reading, specialists help provide further differentiation in addition to that provided by the classroom teacher. Students in grades 1-5 performing below level in reading work in small groups with a reading teacher in addition to the 90 minutes of Language Arts work in the classroom. Students in grades 3-5 who have been identified as gifted in reading work with a gifted specialist for 30 minutes a day on very challenging reading material and skills.

Students learning English at beginning levels are provided help during targeted times with English as a Second Language Teachers. All English Learner students spend a large portion of their day in general education with their grade level peers.

Struggling students are progress monitored regularly to see if the intervention is successful. Teams of teachers meet to review the data on these students. If necessary, more intensive interventions are attempted which sometimes results in individual problem solving meetings to determine the needs of a particular student who is not showing growth at an adequate rate.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results Narrative Summary:**

When trend data is analyzed by same-student cohorts, it is clear that Longfellow has experienced growth not only in the percent of students meeting standards, but also in the percent exceeding. The increase in students exceeding standards can be attributed in part to the fact that staff strongly believe school improvement efforts should involve maximizing the potential of all students rather than merely helping students to meet standards. While a significant dip was seen at the state level when Illinois Standards Achievement Test (ISAT) cut scores were raised in 2013 and test content changed in 2014, Longfellow had been basing its efforts on a higher cut score for several years, which better prepared students to meet rigorous new expectations. As a result, the scores reflected a very small dip in contrast to other schools throughout the state, ranking Longfellow 39th in the state for grades 3-8, according to the Chicago Tribune. In reading, teachers have used an instructional framework as the system to deliver differentiated instruction. In terms of skills, they have emphasized the structure, main ideas, and details, along with the compare/contrast, and cause/effect relationships found in complex informational text. Math talk, vocabulary walls, and the incorporation of instructional technology are among the strategies used to deliver math instruction. Teachers emphasize multiple representations of numbers, complex expressions and equations, and real-life applications of concepts. However, some achievement gaps persist for three subgroups: Low-income, Limited English, and Special Education. To address the needs of these students, strategies to support their instruction are coordinated across content areas and support specialists. In addition, we began a breakfast/snack program to ensure students receive the nutrients they needed to perform at their best. The after school tutoring program combined with teachers working with students during their lunch time provides additional support.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

The systematic process used for reviewing assessment data at Longfellow begins at a faculty meeting where student assessment data is shared. Teachers and specialists look at past students and current classroom student scores to reflect on previous instruction and plan for future instruction. Teachers identify areas of strength and areas of weakness and collaborate to determine what practices have been successful and what additional resources are needed to help students achieve at higher levels. The assessments reviewed include, ISAT, ACCESS (English Language Proficiency Test), District assessments, and Aimsweb. Using the information provided Professional Learning Communities (PLCs) work together to create formative assessments and look at pretest scores to determine appropriate levels for student instruction. Students who performed at lower levels are placed in smaller groups to work on specific learning standards. Students who are performing at higher levels are grouped for enrichment opportunities. Teachers drill down further to determine which students are only narrowly meeting standards and which students could readily rise to exceeding standards if challenged.

Two problem solving days are used for grade levels to celebrate successes and identify weaknesses to ensure individual student growth in reading and math. This data is then compared with individual student classroom performance. Using Achievement Series, teachers are able to identify the problems students missed on the local assessment and create activities to help reinforce necessary skills. Students who are not showing adequate growth are then brought for individual problem solving through the Response to Intervention (RtI) process.

It is essential that accurate information about student achievement is disseminated in a timely manner. Parent-Teacher Conferences provide the opportunity for parents to ask questions about their child's progress. Another way we communicate information about student performance is through our PTA meetings. The principal uses this time to share our successes with the PTA. This information is also available on the district and school website. The final way student progress is communicated is through our school improvement plan which is available to community members and is emailed to parents.

## **Part VI School Support**

---

### **1. School Climate/Culture**

Longfellow has a long history of relentless pursuit where students learn at high levels. It is nearly impossible to find a time at Longfellow when there is not at least one staff member present, be it early morning, nighttime, or over the weekend. Teachers adjust their instruction daily based on formative assessment data. They may change the lesson for the entire class or design a quick intervention for a small group. If one walks through the hallways over the lunch hour, there are always several teachers working with students providing them with the extra help they need.

Our staff believes in getting to know the whole child. The key to creating life-long learners, who give back to their community, includes relationships, rigor and relevance. We strive to commit a sense of belonging wherein each student knows the important part they play in our community of learners. Students are challenged to take charge of their learning. There is a sense at Longfellow that these are all our children and we are responsible to help them learn and grow.

Knowing who the student is allows the teacher to plan lessons and select materials based on student interest to support student engagement. We teach critical thinking activities and embed real life experiences in our activities and instruction. We believe that all students can learn and can learn at high levels. Students are given a pretest and teachers plan their instruction based on the results. We meet each child where he is and bring him forward.

Wellness and behavior are two additional areas that we believe contribute to a positive school climate. The Wellness Committee has worked with staff, students and families to ensure that our students are eating healthy food throughout the day. Healthy food fuels healthy minds and bodies. Students cannot learn at high levels if their stomachs are rumbling. The Behavior Committee was trained using the Champs and Positive Behavior System (PBS). Our students and staff use a common language for rules and voice levels. The students know the expectations. Students created a video that shows acceptable and unacceptable behavior that is seen by all students at a beginning of the year assembly. All families new to Longfellow are invited to a Welcome Lunch before school begins. The positive school climate is one of the things commented upon by new families and students.

### **2. Engaging Families and Community**

When students see the involvement of the school working together with their families and community members, they know what they are learning and doing is important. It takes a village to raise a child. Involving families in scholastic activities is needed for the social emotional growth of children. Parents are encouraged to attend classroom presentations and events. School events such as International Night, the Heart Adventure, and A Night for Poetry not only bring families into the school, they give them an opportunity to see what their children are learning. Positive student phone calls, monthly teacher newsletters, classroom websites and school newsletters provide valuable information about student activities and learning keep families connected and informed.

The Longfellow Angels (parent and teacher group) meet the needs of various family members both short and long term by providing food baskets, clothing and school supplies for families in need. The PTA Beautification committee made huge contributions including new plantings, landscaping and daily upkeep. Longfellow hosts an annual food drive for the local food pantry honoring a former student through the Ross MacNeill Foundation. Our PTA committed to partner with our teachers to provide document cameras and projectors for each classroom to enhance learning and instruction and donated monies for educational supplies.

Community involvement directly impacts student achievement. Outreach Community Center partners with Longfellow to support students in the classroom and assists students with homework completion. In addition to providing tutoring services for our EL students, World Relief assists in registering students and

acts as a liaison for the school and family members. There is also a district liaison present in the building one day a week to support home-school communication. National Alliance on Mental Illness, NAMI, provided valuable insight to our staff about families dealing with mental illness. The curriculum and activities provided by Junior Achievement complement our social studies standards and provide an opportunity for students to learn about local businesses. The DuPage County Children's Museum provides hands on experiences in our classrooms that promote learning. Second grade teachers partnered with the DuPage County Forest Preserve to create a Butterfly Garden to support our science curriculum. The local Rotary Club supported the purchase of a basketball hoop and bike racks for student use. Longfellow earned the SCARCE Earth Flag through recycling efforts and hosting presentations by SCARCE. Longfellow hosts student teachers and practicum students from Wheaton College and students attend an annual music production at the college. The Longfellow Principal facilitates a senior seminar with all student teachers each year at the college.

### **3. Professional Development**

There are many components to the school's professional development. Educators at all levels must be continuously learning. Constantly analyzing what they are doing, making adjustments when needed and exploring new ways to achieve goals is essential for growth. Every time a lesson is taught, a journal is read, a curriculum is reviewed, or an assessment is given, the educator grows professionally. All administrators and teachers are part of a Professional Learning Committee (PLC) and attend meetings focusing on a chosen topic, identify best practices and share resources. Time is dedicated for this purpose each week. Seventy percent of elementary staff report that working in PLCs has had a positive effect on student learning. Teachers reflect on their teaching and students learning and set goals for student achievement.

The PLC has served as a collaborative group that shares the responsibility for creating high-quality materials that enhance instruction and standardize assessment processes. Common formative and summative assessments have been created under Common Core Standards in math and ELA. Mini lessons for writing have been created by grade levels.

Efforts are made to differentiate professional development activities. During the September Institute Day, staff went to online sites created by the district. Teams assessed their skills and chose the level for writing instruction at which they felt proficient. Reviews of this activity were positive and the site remains open for further growth. The district also created a Google site featuring two short video tutorials for professional development on demand.

Professional development is planned cooperatively between the district department for educational services and individual building levels. Institute Days have been devoted to training the teachers in Common Core Math and ELA as well as transitioning to trimesters and a standards based report card.

Developing leadership within the district by allowing teachers time to share on Institute Day has been successful. During the August week of learning, trained staff present topics and staff attend based on interest.

The Longfellow Leadership Team plans professional development based on staff feedback after analyzing data. All staff participate and are involved in these activities. The Technology committee surveyed staff to determine needs to support technology in the classroom. Training is available before and after school and during lunchtime. Committee members attended the ICE Conference and workshops and presented to colleagues. Our reading specialist met with teachers and specialists to provide continuity of sharing information and strategies related to teaching non-fiction at each grade level.

### **4. School Leadership**

Strong leadership is crucial for success. An educational leader must value education, have a vision that is shared among the staff, have high expectations and involve staff in the decision making process. The

education of our students and staff is the highest priority at Longfellow. Under excellent leadership, teachers challenge themselves to do their best, which motivates students to perform at the highest levels. Every decision made at Longfellow centers on what is best for the child. The principal is involved in the lives of the staff and students. She stays close to the action of teaching and learning through frequent classroom observation. In addition to being actively involved in student learning and the activities in the school, the principal is involved in district committees and in the community. Strong leadership involves creating a positive environment and building mutual respect and trust among staff members, students and families. The principal worked closely with PTA leadership over an eight year period to secure a yearly budget to update lagging technology in the classroom.

Change is an important avenue for success. We constantly need to be looking to see how we can become better at what we do. Many staff meetings begin with the question, what do you need to help you become better at your craft? The principal is an expert at using data to demonstrate to staff what needs to be done to insure that all students learn at high levels. She balances being simultaneously intense in her work ethic and advocacy for students yet relaxed when dealing with staff anxiety. The best way to bring out the best in people is to treat them in an encouraging and positive manner, allow them to use their expertise, meet their needs, while maintaining a standard of excellence. The training , experience and dedication of the entire Longfellow staff fosters a love for learning and deep understanding that all students do not learn in the same way or at the same time, but that all students will learn. Think big, start small, and go slow is the key to going from good to great.

Cultivating teacher leadership is another core belief. Longfellow School's Improvement Team includes representation from each grade level and specialty area. The principal has empowered the SIP team to make decisions about the use of budget, Institute Days, and staff meetings. School leadership at Longfellow focuses on culture, vision, communication and collaboration. Teachers and students are not just recipients of learning and leadership; they take an active role in constructing the learning that takes place in our school.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ISAT (Illinois Standard Achievement Test)</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Meets Standard and above	94	97	97	96	96
Exceeds Standard	48	78	87	68	72
Number of students tested	69	67	61	75	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment				3	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	70	85		91	82
Exceeds Standard	20	38		36	41
Number of students tested	10	13	8	22	17
<b>2. Students receiving Special Education</b>					
Meets Standard and above	75	92		85	
Exceeds Standard	42	33		54	
Number of students tested	12	12	7	13	9
<b>3. English Language Learner Students</b>					
Meets Standard and above				89	
Exceeds Standard				28	
Number of students tested	4	8	5	18	9
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above				91	
Exceeds Standard				45	
Number of students tested	8	7	7	11	9
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	1	1		4	2
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					



School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested	3	3	2	4	8
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	100	98	100	96	100
Exceeds Standard	56	87	90	79	84
Number of students tested	54	54	49	52	56
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	3	2	3	4	3
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:** 2013-2014 School Scores - 100% total students tested

92% Proficient plus Advanced, 35% Advanced, 63 students tested

Subgroup Scores:

Free/Reduced - 79% Proficient plus Advanced, 21% Advanced 19 students tested

Spec Ed - 7 students tested

English Lang Learner - 70% Proficient plus Advanced, 0% Advanced, 10 students tested

Hispanic - 69% Proficient plus Advanced, 0% Advanced, 13 students tested

African-American - 3 students tested

Asian - 4 students tested

White - 100% Proficient plus Advanced, 49% Advanced, 41 students tested

Multi-Racial - 2 students tested

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ISAT (Illinois Standard Assessment Test)</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Meets Standard and above	86	98	97	96	99
Exceeds Standard	45	70	58	65	65
Number of students tested	66	64	71	74	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment			3	4	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	64		91	85	92
Exceeds Standard	9		14	31	54
Number of students tested	11	8	22	13	13
<b>2. Students receiving Special Education</b>					
Meets Standard and above	46				100
Exceeds Standard					50
Number of students tested	13	9	9	5	12
<b>3. English Language Learner Students</b>					
Meets Standard and above			88		
Exceeds Standard			6		
Number of students tested	4	4	16	7	6
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above			100		100
Exceeds Standard			10		50
Number of students tested	6	6	10	5	10
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	1		5	1	3
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	3	1	4	9	3
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	93	100	100	100	100
Exceeds Standard	50	72	77	77	73
Number of students tested	54	54	48	57	59
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	2	3	4	2	3
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:** 2013-2014 School Scores - 100% of total students tested

93% Proficient plus Advanced, 41% Advanced, 69 students tested

Subgroup Scores:

Free/Reduced - 60% Proficient plus Advanced, 20% Advanced, 10 students tested

Spec Ed - 64% Proficient plus Advanced, 27% Advanced, 11 students tested

English Lang Learner - 2 students tested

Hispanic - 7 students tested

African-American - 1 student tested

Asian - 3 students tested

White - 96% Proficient plus Advanced, 44% Advanced, 55 students tested

Multi-racial - 3 students tested

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>ISAT (Illinois Standard Assessment Test)</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Meets Standard and above	94	97	100	99	91
Exceeds Standard	47	59	61	61	56
Number of students tested	66	73	72	79	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		3	3	1	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above		90	100	93	50
Exceeds Standard		25	8	50	
Number of students tested	7	20	12	14	12
<b>2. Students receiving Special Education</b>					
Meets Standard and above				90	
Exceeds Standard				30	
Number of students tested	6	7	5	10	6
<b>3. English Language Learner Students</b>					
Meets Standard and above		87			
Exceeds Standard		20			
Number of students tested	2	15	3	6	8
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	6	9	6	9	6
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	1	5	1	2	4
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	2	3	4	4	9
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	96	98	100	100	100
Exceeds Standard	53	73	73	70	65
Number of students tested	55	52	59	61	48
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	2	4	2	3	3
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:** 2013-2014 School Scores - 100% total students tested, 1 student w/alternate assessment, 2% of students tested with alternate assessment

94% Proficient plus Advanced, 66% Advanced, 62 students tested

Subgroup Scores:

Free/Reduced - 70% Proficient plus Advanced, 30% Advanced, 10 students tested

Spec Ed - 70% Proficient plus Advanced, 30% Advanced, 10 students tested

English Lang Learner - 1 student tested

Hispanic - 6 students tested

African-American - 1 student tested

Asian - 2 students tested

White - 98% Proficient plus Advanced, 75% Advanced, 51 students tested

Multi-Racial - 2 students tested

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ISAT (Illinois Standard Achievement Test)</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Meets Standard and above	91	90	90	87	88
Exceeds Standard	51	49	57	63	60
Number of students tested	69	67	60	75	78
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment				3	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	60	54		59	59
Exceeds Standard	30	8		27	24
Number of students tested	10	13	8	22	17
<b>2. Students receiving Special Education</b>					
Meets Standard and above	75	62		69	
Exceeds Standard	33	15		38	
Number of students tested	12	13	7	13	9
<b>3. English Language Learner Students</b>					
Meets Standard and above				50	
Exceeds Standard				17	
Number of students tested	4	8	5	18	9
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above				73	
Exceeds Standard				36	
Number of students tested	8	7	7	11	9
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	1	1	0	4	2
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	3	3	2	4	8
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	98	98	96	94	95
Exceeds Standard	56	56	58	75	73
Number of students tested	54	54	48	52	56
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	3	2	3	4	3
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:** 2013-2014 School Scores - 100% total students tested

87% Proficient plus Advanced, 44% Advanced, 63 students tested

Subgroup Scores:

Free/Reduced - 75% Proficient plus Advanced, 32% Advanced, 19 students tested

Spec Ed - 7 students tested

English Lang - 50% Proficient plus Advanced, 10% Advanced, 10 students tested

Hispanic - 62% Proficient plus Advanced, 15% Advanced, 13 students tested

African-American - 3 students tested

Asian - 4 students tested

White - 100% Proficient plus Advanced, 59% Advanced, 41 students tested

Multi-Racial - 2 students tested

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ISAT (Illinois Standard Achievement Test)</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Meets Standard and above	88	95	90	92	94
Exceeds Standard	46	65	63	61	62
Number of students tested	65	63	71	72	79
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment			3	4	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above	55		71	50	77
Exceeds Standard	18		19	25	38
Number of students tested	11	8	21	12	13
<b>2. Students receiving Special Education</b>					
Meets Standard and above	54				75
Exceeds Standard					17
Number of students tested	13	9	9	5	12
<b>3. English Language Learner Students</b>					
Meets Standard and above			73		
Exceeds Standard			13		
Number of students tested	4	4	15	6	6
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above			80		90
Exceeds Standard			10		30
Number of students tested	6	6	10	5	10
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	1		5	1	3
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	3	1	4	8	3
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					



School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	94	98	98	98	97
Exceeds Standard	49	68	86	73	72
Number of students tested	53	53	49	56	60
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	2	3	3	2	3
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:** 2013-2014 School Scores - 100% total students tested

93% Proficient plus Advanced, 51% Advanced, 67 students tested

Subgroup Scores:

Free/Reduced - 9 students tested

Spec Ed - 64% Proficient plus Advanced, 27% Advanced, 11 students tested

English Lang - 1 student tested

Hispanic - 7 students tested

African-American - 1 student tested

Asian - 2 students tested

White - 96% Proficient plus Advanced, 57% Advanced, 54 students tested

Multi-Racial - 3 students tested

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>ISAT (Illinois Standard Achievement Test)</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Pearson</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
Meets Standard and above	91	93	92	97	90
Exceeds Standard	45	68	58	68	54
Number of students tested	65	72	72	77	70
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment		3	3	1	
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Meets Standard and above		75	58	92	42
Exceeds Standard		30	8	62	
Number of students tested	7	20	12	13	12
<b>2. Students receiving Special Education</b>					
Meets Standard and above				80	
Exceeds Standard				30	
Number of students tested	6	7	5	10	6
<b>3. English Language Learner Students</b>					
Meets Standard and above		67			
Exceeds Standard		27			
Number of students tested		15	3	5	8
<b>4. Hispanic or Latino Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	6	9	6	9	6
<b>5. African- American Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested		5	1	2	4
<b>6. Asian Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	2	3	4	3	9
<b>7. American Indian or Alaska Native Students</b>					
Meets Standard and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exceeds Standard					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>9. White Students</b>					
Meets Standard and above	95	98	95	98	100
Exceeds Standard	49	82	66	72	67
Number of students tested	55	51	59	60	48
<b>10. Two or More Races identified Students</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested	2	4	2	3	3
<b>11. Other 1: Other 1</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Meets Standard and above					
Exceeds Standard					
Number of students tested					

**NOTES:** 2013-2014 School Scores - 100% total students tested, 1 student w/alternate assessment, 2% tested w/alternate assessment

90% Proficient plus Advanced, 61% Advanced, 61 students tested

Subgroup Scores:

Free/Reduced - 70% Proficient plus Advanced, 10% Advanced, 10 students tested

Spec Ed - 60% Proficient plus Advanced, 20% Advanced, 10 students tested

English Lang - 1 student tested

Hispanic - 6 students tested

African-American - 1 student tested

Asian - 2 students tested

White - 98% Proficient plus Advanced, 66% Advanced, 50 students tested

Multi-Racial - 2 students tested